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Children's interests in activities in their social
studies classes

CHILDREN'S INTEREST IN ACTIVITIES
IN THEIR SOCIAL STUDIES CLASSES

MARGARET M. JACKSON



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THESIS

CHILDREN'S INTERESTS IN ACTIVITIES IN THEIR
SOCIAL STUDIES CLASSES

(GRADE VII)

SUBMITTED BY

MARGARET MARY JACKSON

(B.S. IN ED. BOSTON UNIVERSITY 1936)

IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION

1942

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Gift of N.M. Jackson
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The writer is indebted first to the Seminar Group and its guide, Dr. W. Linwood Chase, for assistance in the formulating of the questionnaire. To the eight school principals and the thirty-five teachers for their cooperation in presenting the questionnaire, the writer is grateful. Finally, to the 1007 boys and girls who checked this questionnaire, leaving challenging questions in the minds of readers, may you have the opportunity to do some of these untried tasks and get the satisfaction that an alive subject and stimulating guidance can give you.

INSTRUCTIONS

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TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	A. Interpretation and limitation of topic.	
	B. Other studies related to topic.	
II	METHOD OF PROCEDURE	4
III	ANALYSIS OF DATA	20
IV	SUMMARY AND CONCLUSION	35
	A. Topics for further research.	
V.	BIBLIOGRAPHY	40

TABLE OF CONTENTS

Page	Chapter
i	I. INTRODUCTION
	A. Interpretation and Limitation
	B. Other studies related to topic
4	II. REVIEW OF LITERATURE
30	III. ANALYSIS OF DATA
38	IV. SUMMARY AND CONCLUSION
	A. Topics for further research
40	V. BIBLIOGRAPHY

TABLES

	<u>Page</u>
1. Sample Questionnaire	6
2. List of Activities by Category	13
3. Table I - Popularity of Activities	24
4. Table II - Rank in Popularity of Items as shown by number of pupils checking "I like to do" or "I would like to try".	31
5. Table III - Activities that less than 50% have had the opportunity to try.	32
6. Table IV - Popularity of Categories, as shown by percentage of pupils choice of activities falling in the upper quartile.	33
7. Table V - Rank in Unpopularity of Cate- gories.	34

TABLES

Page
8

1. Sample Questionnaire
2. List of Activities by Category
3. Table I - Popularity of Activities
4. Table II - Rank in Popularity of Items
as shown by number of people
choosing "I like to do" or
"I would like to try"
5. Table III - Activities that least than
50% have had the opportunity
to try.
6. Table IV - Popularity of Categories, as
shown by percentage of people
choosing activities falling
in the given category.
7. Table V - Rank in Popularity of Categories

I

INTRODUCTION

A. INTERPRETATION AND LIMITATION OF TOPIC

This study is the outcome of a deep interest and curiosity in the activities in which boys and girls like to engage in their history and geography classes. In the limited experience of the writer and that of several of her associates in this field, observations and discussions make the following conclusions evident: Even though we are in the midst of changing economic and political conditions and materials in newspapers, magazines and on the radio abound, these subjects, which should be so alive and stimulating are not uppermost in the expressed interests of Junior High School students.

Boys and girls of this age are seldom reticent about expressing their interest in work that is presented to them. It is true, that in all basic subjects background fundamentals must be taught whether the students like it or not, but in most subjects there is not so much conflict between what students ought to learn and what is interesting to them as we think.

The problem which this study treats, namely "Children's Interests in Activities in Their Social Studies Classes" as such, has not previously been studied and, therefore, very little in the way of bibliography on the topic can be offered.

INTRODUCTION

A. INTRODUCTION AND LIMITATION OF SCOPE

This study is the outcome of a deep interest and curiosity in the activities in which boys and girls like to engage in their history and geography classes. In the limited experience of the writer and that of several of her associates in this field, observations and discussions make the following conclusions seem evident: Even though we are in the midst of changing economic and political conditions and materials in newspapers, magazines and in the radio sound, these subjects, which should be so alive and stimulating and not unimportant in the education of junior high school students.

Boys and girls of this age are seldom interested about expressing their interest in work that is presented to them. It is true, that in all sorts of subjects throughout the curriculum the thought about the subjects like is or not, but in most subjects there is not so much conflict between what the teacher says and what they are interested in. It is interesting to think as we think.

The popular view that study is a mere "spilling" of facts in activities is (with some exceptions) very far from the truth. It is not only a matter of "spilling" facts, but it is a matter of "spilling" the mind. It is in the way of thinking as the mind can be trained.

The subordinate problems which the study attempts to answer are:

1. What type activities do 7th grade boys and girls like?
2. What activities in social studies would boys and girls like to do if they had the opportunity?
3. Do boys and girls like the same type activity?

The study has very definite limitations. Only 538 boys and 469 girls - 1007 in all - were allowed to check the questionnaires. One city, only, was used for the survey and just one grade, the seventh, in the public school system of that city, took part. No differentiation was made between children of high or low mentality nor was opportunity given for pupils to add other activities that they had tried or would like to try.

B. OTHER STUDIES RELATED TO THE TOPIC

Howard E. Wilson's article, published in the HISTORICAL OUTLOOK in May 1929, entitled, "THINGS TO DO IN THE SOCIAL STUDIES CLASSROOM" was an excellent analysis of activities that could be done to provoke and promote interest of students in this subject. In this article, activities were divided into these eight major divisions: visual, listening, oral, written,

The following is a list of the names of the persons who have been named in the above-mentioned cases.

1. The names of the persons who have been named in the above-mentioned cases.

2. The names of the persons who have been named in the above-mentioned cases.

3. The names of the persons who have been named in the above-mentioned cases.

4. The names of the persons who have been named in the above-mentioned cases.

5. The names of the persons who have been named in the above-mentioned cases.

6. The names of the persons who have been named in the above-mentioned cases.

7. The names of the persons who have been named in the above-mentioned cases.

8. The names of the persons who have been named in the above-mentioned cases.

9. The names of the persons who have been named in the above-mentioned cases.

10. The names of the persons who have been named in the above-mentioned cases.

11. The names of the persons who have been named in the above-mentioned cases.

12. The names of the persons who have been named in the above-mentioned cases.

13. The names of the persons who have been named in the above-mentioned cases.

14. The names of the persons who have been named in the above-mentioned cases.

15. The names of the persons who have been named in the above-mentioned cases.

16. The names of the persons who have been named in the above-mentioned cases.

17. The names of the persons who have been named in the above-mentioned cases.

18. The names of the persons who have been named in the above-mentioned cases.

19. The names of the persons who have been named in the above-mentioned cases.

20. The names of the persons who have been named in the above-mentioned cases.

drawing, meditative, manual and general. As these divisions seem to be inclusive of most types of activity, they were used by the writer in this study.

In 1938 Roy Arthur Price in a Harvard University Doctor's Thesis entitled "THE USE OF ACTIVITIES IN SOCIAL STUDIES: A CRITICAL STUDY OF THE EFFECTIVENESS OF 52 PUPIL ACTIVITIES AS JUDGED BY TEACHER AND PUPILS," made a record of the activities teachers thought were essential and those activities they actually used, and the activities students thought were most helpful and the ones they like to do. The same major divisions of activities were used in the Price study as Edward Wilson used in his article.

II

METHODS OF PROCEDURE

An industrial city in Massachusetts was chosen for this study. Its population of 112,000 represents second and third generation of European, South American and Asiatic countries making it typical of Eastern cities. The students chosen were members of all the seventh grades in the public school system. Before entering the seventh grade they had been in various elementary schools and therefore were representative of all sections of the city.

A questionnaire, in the form of a check list, containing 100 type activities that have been done and are being done in some Social Studies classes, was used. These 100 activities, gathered from many and varied sources, were submitted to a Seminar group and, with their assistance, revised. The items in the list fell naturally into these eight categories: oral, written, visual, manual, meditative, auditory, drawing and general activities.

One questionnaire was presented to each of 1007 students and he was told to place a check mark after each item. If the activity was one in which his class had participated and he had enjoyed doing it, the mark would be placed in the column headed "I like to do". If his class had tried it and he had not liked

REPORT OF THE COMMISSIONER

An industrial city in Massachusetts was chosen for this study. The population of 112,000 represents second and third generation of European, South American and Asiatic countries living in typical of eastern cities. The educational classes were members of all the seventh grades in the public school system before entering the seventh grade they had been in various elementary schools and therefore were representative of all sections of the city.

A questionnaire, in the form of a check list, containing 100 type activities that have been found and are being done in home social studies classes, was used. These 100 activities, gathered from many and varied sources, were submitted to a teacher group and, with their assistance, revised. The items in the list were classified into three main categories: oral, written, visual, manual, sensitive, auditory, musical and general activities.

The questionnaire was presented to each of 100 students and he was told to place a check mark after each item. If the activity was one in which his class had participated and he had enjoyed doing it, the mark would be placed in the column headed "I like to do". If his class had tried it and he had not liked

doing it, he placed his check in the column labeled "I do not like to do". If the activity was an unfamiliar one the student was asked to think about it and then check whether or not he would like to try it if his class had the opportunity.

No time limit was set and it was suggested that the teacher answer any question that might help in clarifying any item on the list. Thirty-five Social Studies teachers gave the questionnaires to 469 girls and 538 boys. The balance is almost even between the sexes and therefore comparisons can be easily made concerning their interests.

doing it, he placed his check in the column labeled "I do not
like to do". If the activity was an undesirable one the student
was asked to think about it and then check whether or not he
would like to do it. In the class the opportunity
No time limit was set and it was suggested that the
teacher answer any question that might arise in classifying any
item on the list. Thirty-five Social Studies teachers gave the
questionnaires to 433 girls and 358 boys. The balance is almost
even between the sexes and therefore comparisons can be easily
made concerning Social Interests.

SAMPLE QUESTIONNAIRE

Name

Age

School

SOCIAL STUDIES

Below are listed things that boys and girls do for assignments in geography and history classes in some schools. Read them carefully and check those that you like and do not like to do. If they are things your class has done before, put your check in either column 1 or 2. If they are things that your class has never done, decide whether or not you think you would like to try them and put your check in column 3 or 4.

	I like to do	I do not like to do	I would like to try	I would not like to try
1. Tell orally something you have read in a newspaper, magazine or book.	_____	_____	_____	_____
2. Write history or geography stories.	_____	_____	_____	_____
3. Study pictures, and get information that way.	_____	_____	_____	_____
4. Draw history pictures or cartoons.	_____	_____	_____	_____
5. Make a list of safety rules for drivers and pedestrians.	_____	_____	_____	_____
6. Read a proclamation or patriotic address from the stage.	_____	_____	_____	_____
7. Listen to the reading or recitation of a poem.	_____	_____	_____	_____
8. Recite a poem or repeat well known quotations.	_____	_____	_____	_____
9. Compare the lives of great men and tell in what ways they were alike.	_____	_____	_____	_____
10. Make a list of things that our Government does now that it didn't do 100 years ago.	_____	_____	_____	_____

School

SOCIAL STUDIES

Below are listed things that boys and girls do for assignments in Geography and History classes in some schools. Read them carefully and check those that you like and do not like to do. If they are things your class has done before, put your check in either column 1 or 2. If they are things that your class has never done, decide whether or not you think you would like to try them and put your check in column 3 or 4.

I do not like to do		I like to do	
1	2	3	4
1. Tell orally something you have read in a newspaper, magazine or book.			
_____	_____	_____	_____
2. Write history or geography stories.			
_____	_____	_____	_____
3. Study pictures, and get information that way.			
_____	_____	_____	_____
4. Draw history pictures or cartoons.			
_____	_____	_____	_____
5. Make a list of safety rules for drivers and pedestrians.			
_____	_____	_____	_____
6. Read a presentation or patriotic address from the stage.			
_____	_____	_____	_____
7. Listen to the reading or recitation of a poem.			
_____	_____	_____	_____
8. Recite a poem or repeat well known proverbs.			
_____	_____	_____	_____
9. Organize the lives of great men and tell in what ways they were alike.			
_____	_____	_____	_____
10. Make a list of things that our Government does now that it didn't do 100 years ago.			
_____	_____	_____	_____

	<u>I like to do</u>	<u>I do not like to do</u>	<u>I would like to try</u>	<u>I would not like to try</u>
11. Make a picture map of your city showing points of interest.	—	—	—	—
12. Draw maps of any kind.	—	—	—	—
13. Conduct a class meeting.	—	—	—	—
14. Read history or geography material to your class.	—	—	—	—
15. Copy interesting material in your notebook.	—	—	—	—
16. Collect travel books of any foreign country.	—	—	—	—
17. Girls: Prepare a fashion show of early colonial clothes. Boys: Construct a model boat or airplane.	— —	— —	— —	— —
18. Make a picture or current event scrap-book.	—	—	—	—
19. Write an imaginary diary of an historical character (e.g. Revolutionary War General; Civil War nurse).	—	—	—	—
20. Complete statements in your geography workbook, filling in the right words in the blank spaces.	—	—	—	—
21. Listen, in the auditorium, to talks on history or geography subjects by visiting speakers.	—	—	—	—
22. Give a short talk while lantern slides are being shown to the class.	—	—	—	—
23. Keep a weather calendar.	—	—	—	—
24. Write a letter to a pupil in some other country.	—	—	—	—
25. Read history and geography stories for pleasure and not to report on.	—	—	—	—

I would not like to say	I would like to say	I do not like to say	I like to say
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11. Make a picture map of your city showing points of interest.
12. Draw maps of any kind.
13. Conduct a class meeting.
14. Read history or geography material to your class.
15. Copy interesting material in your notebook.
16. Collect travel books of any foreign country.
17. Write: Prepare a fashion show of early colonial clothes.
Notes: Construct a model boat or airplane.
18. Make a picture or current event scrap-book.
19. Write an imaginary story of an historical character (e.g. Revolver, General, Civil War, etc.).
20. Complete statements in your geography notebook, filling in the right words in the blank spaces.
21. Listen in the auditorium, so called on history or geography subjects by visiting speakers.
22. Give a short talk while listening. Ideas are being shown to the class.
23. Keep a weather calendar.
24. Write a letter to a friend in another country.
25. Read history or geography material in your notebook and report on it.

	<u>I like to do</u>	<u>I do not like to do</u>	<u>I would like to try</u>	<u>I would not like to try</u>
26. Interview some outstanding citizen in your community (e.g. Mayor, business man).	_____	_____	_____	_____
27. Read life stories of great men and pick out characteristics that have made them great.	_____	_____	_____	_____
28. Write a history or travel play.	_____	_____	_____	_____
29. Take part in one of these plays.	_____	_____	_____	_____
30. Listen to historical music being played (e.g. Revolutionary or Civil War songs).	_____	_____	_____	_____
31. Sing or play historical music.	_____	_____	_____	_____
32. Give a report on some topic that you have had time to prepare.	_____	_____	_____	_____
33. Listen to fellow students give reports.	_____	_____	_____	_____
34. Write a dinner menu that a colonial family might have served.	_____	_____	_____	_____
35. Make a picture chart (e.g. putting in pictures to show kinds of work done in a country.)	_____	_____	_____	_____
36. Make charts of other kinds (e.g. exports, imports, etc.).	_____	_____	_____	_____
37. Make lists of good and bad kinds of recreation in your community.	_____	_____	_____	_____
38. Give an oral report on some familiar subject - on the spur of the moment, without preparation.	_____	_____	_____	_____
39. Write a letter as if written by a real person of another day (e.g. letter from Columbus to his son).	_____	_____	_____	_____
40. Make puppets or help put on an historical puppet show.	_____	_____	_____	_____

I do not like to do
I would like to try
I would like to do

36. Interview some outstanding citizen in your community (e.g. Mayor, business man).
37. Read life stories of great men and pick out characteristics that have made them great.
38. Write a history or travel play.
39. Take part in one of these plays.
40. Listen to historical music being played (e.g. Revolutionary or Civil War songs).
41. Sing or play historical music.
42. Give a report on some topic that you have had time to prepare.
43. Listen to fellow students give reports.
44. Write a dinner menu that a colonial family might have served.
45. Make a picture chart (e.g. putting in pictures to show kinds of work done in a country).
46. Make charts of other kinds (e.g. exports, imports, etc.).
47. Make lists of good and bad kinds of recreation in your community.
48. Give an oral report on some familiar subject - on the spot, if the moment, without preparation.
49. Write a letter as if written by a real person of another day (e.g. letter from Columbus to his son).
50. Make puppets or help put on an historical puppet show.

	<u>I like to do</u>	<u>I do not like to do</u>	<u>I would like to try</u>	<u>I would not like to try</u>
41. Take part in a patriotic make-believe radio program.	—	—	—	—
42. Listen to War Veterans tell of their experiences.	—	—	—	—
43. Make an outline to help your class study or recite.	—	—	—	—
44. Make comparisons (e.g. comparing standards of living of two countries.)	—	—	—	—
45. Draw maps on the blackboard.	—	—	—	—
46. Sit in with a group or committee of classmates and discuss some history topic.	—	—	—	—
47. Make a short summary of a long article.	—	—	—	—
48. Observe pictures for pleasure (e.g. on the bulletin board).	—	—	—	—
49. Dramatize some scenes from history.	—	—	—	—
50. Collect pictures or clippings on country your class is studying.	—	—	—	—
51. Listen to discussions between students or between teacher and student.	—	—	—	—
52. Make travel posters (e.g. advertising National Parks, Maine, etc.)	—	—	—	—
53. Listen to a student who has travelled tell of his experience.	—	—	—	—
54. Look up information in an encyclopedia or other reference book.	—	—	—	—
55. Read rapidly to locate an answer to a particular question.	—	—	—	—
56. Write a single descriptive sentence about an interesting topic.	—	—	—	—

	I do not like to do	I would like to try	I would not like to try
1. Take part in a patriotic make-believe radio program.	_____	_____	_____
2. Listen to war veterans tell of their experiences.	_____	_____	_____
3. Make an outline to help your class study or revise.	_____	_____	_____
4. Make comparisons (e.g., comparing standards of living of two countries).	_____	_____	_____
5. Draw maps of the blackboard.	_____	_____	_____
6. Sit in with a group or committee of classmates and discuss some history topic.	_____	_____	_____
7. Make a short summary of a long article.	_____	_____	_____
8. Operate pictures for pleasure (e.g., on the bulletin board).	_____	_____	_____
9. Dramatize some scenes from history.	_____	_____	_____
10. Collect pictures or clippings on country your class is studying.	_____	_____	_____
11. Listen to discussions between students or between teacher and student.	_____	_____	_____
12. Make travel posters (e.g., advertising National Parks, Maine, etc.).	_____	_____	_____
13. Listen to a student who has traveled tell of his experience.	_____	_____	_____
14. Look up information in an encyclopedia or other reference book.	_____	_____	_____
15. Read rapidly to locate an answer to a particular question.	_____	_____	_____
16. Write a single descriptive sentence about an interesting topic.	_____	_____	_____

	<u>I like to do</u>	<u>I do not like to do</u>	<u>I would like to try</u>	<u>I would not like to try</u>
57. Make graphs (e.g. to show average yield of wheat per acre, rainfall, etc.).	—	—	—	—
58. Memorize a poem or an important section of prose.	—	—	—	—
59. Make up questions about material you have read.	—	—	—	—
60. Answer questions in class, asked by the teacher.	—	—	—	—
61. Make a picture collection of the development of an invention (e.g. electricity).	—	—	—	—
62. Find answers to map questions.	—	—	—	—
63. Answer questions asked by classmates on lesson studies.	—	—	—	—
64. Study old coins or stamps and report interesting facts to class.	—	—	—	—
65. Keep class Log or general class work on a country.	—	—	—	—
66. Read travel stories.	—	—	—	—
67. Try to raise a silkworm.	—	—	—	—
68. Make up a poem about your city or country.	—	—	—	—
69. Write a letter asking for information for class use (e.g. to the Department of Agriculture for facts about products).	—	—	—	—
70. List items (e.g. Presidents according to dates; states alphabetically).	—	—	—	—
71. Make scenery or costumes for a history or geography play.	—	—	—	—
72. Take part in a debate.	—	—	—	—

74. Make graphs (e.g. to show average yield of wheat per acre, rain- fall, etc.).	I like to do	I do not like to do	I would like to try	I would not like to try
75. Memorize a poem or an important section of prose.	_____	_____	_____	_____
76. Make up questions about material you have read.	_____	_____	_____	_____
77. Answer questions in class, asked by the teacher.	_____	_____	_____	_____
78. Make a picture collection of the development of an invention (e.g. electricity).	_____	_____	_____	_____
79. Find answers to map questions.	_____	_____	_____	_____
80. Answer questions asked by class- mates on lesson studies.	_____	_____	_____	_____
81. Bring old coins or stamps and report interesting facts to class.	_____	_____	_____	_____
82. Keep class log or general class work on a country.	_____	_____	_____	_____
83. Read travel stories.	_____	_____	_____	_____
84. Try to raise a willow.	_____	_____	_____	_____
85. Make up a poem about your city or country.	_____	_____	_____	_____
86. Write a letter asking for inform- ation for class use (e.g. to the Department of Agriculture for facts about products).	_____	_____	_____	_____
87. List items (e.g. Presidents re- siding in White House; states aban- doned).	_____	_____	_____	_____
88. Make memory of countries for a picture or geography map.	_____	_____	_____	_____
89. Take part in a debate.	_____	_____	_____	_____

	<u>I like to do</u>	<u>I do not like to do</u>	<u>I would like to try</u>	<u>I would not like to try</u>
73. Visit your Post Office and inquire about communication with country you are studying (e.g. cost, time, etc.).	—	—	—	—
74. Take part in a school or community project (e.g. Clean-Up Week; to raise money).	—	—	—	—
75. Tell history stories.	—	—	—	—
76. Take a trip to a museum or historical spot.	—	—	—	—
77. Keep a current event bulletin board up to date.	—	—	—	—
78. Listen to a pre-view, by the teacher, of the next country to be studied.	—	—	—	—
79. Help plan a history or geography program for a home room period or school assembly.	—	—	—	—
80. Find out what countries furnish the food you eat daily.	—	—	—	—
81. Discuss advantages of some modern development (e.g. aviation as means of transportation and commerce.)	—	—	—	—
82. Get definite information from graphs and charts.	—	—	—	—
83. Make up patriotic slogans.	—	—	—	—
84. Print slogans on posters.	—	—	—	—
85. Explain to the class a new city, state or federal law.	—	—	—	—
86. Make a time line.	—	—	—	—
87. Find out how Trade Winds affect climate and life.	—	—	—	—

I would not like to try	I would like to try	I do not like to do	I like to do
-------------------------------	---------------------------	---------------------------	--------------------

Visit your Post Office and in-
quire about communication with
country you are studying (e.g.,
cost, time, etc.).

Take part in a school or commu-
ty project (e.g., Clean-Up Week;
to raise money).

Tell history stories.

Take a trip to a museum or histor-
ical spot.

Keep a current event bulletin
board up to date.

Listen to a pre-view, by the
teacher, of the next country to
be studied.

Help plan a history or geography
program for a home room period or
school assembly.

Find out what countries furnish
the food you eat daily.

Discuss advantages of some modern
development (e.g., aviation as
means of transportation and com-
merce).

Get definite information from
graphs and charts.

Make up patriotic slogans.

Visit slogans on postcard.

Explain to the class a new city,
state or federal law.

Make a time line.

Find out how winds affect
climate and life.

	<u>I like to do</u>	<u>I do not like to do</u>	<u>I would like to try</u>	<u>I would not like to try</u>
88. List products of a state or country.	—	—	—	—
89. Help write a class newspaper.	—	—	—	—
90. Work on a committee to get new facts for a class lesson.	—	—	—	—
91. Make a scene on a sandtable.	—	—	—	—
92. Report orally to the class on news given by a radio commentator.	—	—	—	—
93. Study Child Labor Laws in your state.	—	—	—	—
94. Make a survey in your school or community (e.g. number of vacant houses in the neighborhood).	—	—	—	—
95. Have an open house for parents with you and fellow students explaining exhibits in your classroom.	—	—	—	—
96. Make an imaginary trip to a foreign country and write up the story.	—	—	—	—
97. Exhibit and explain a collection your class has made to another class.	—	—	—	—
98. Act as chairman of the class at a current event lesson.	—	—	—	—
99. Memorize important dates.	—	—	—	—
100. Plan an "Information Please" quiz for your class, using facts learned during the term.	—	—	—	—

	I do not I would	I do not I would	I do not I would	I do not I would
	like	like	like	like
	to go	to go	to go	to go
98.	Write a class newspaper.	Write a class newspaper.	Write a class newspaper.	Write a class newspaper.
99.	Write on a committee to get new facts for a class lesson.	Write on a committee to get new facts for a class lesson.	Write on a committee to get new facts for a class lesson.	Write on a committee to get new facts for a class lesson.
100.	Write a scene on a sandwich.	Write a scene on a sandwich.	Write a scene on a sandwich.	Write a scene on a sandwich.
101.	Report orally to the class on news given by a radio commentator.	Report orally to the class on news given by a radio commentator.	Report orally to the class on news given by a radio commentator.	Report orally to the class on news given by a radio commentator.
102.	Study child labor laws in your state.	Study child labor laws in your state.	Study child labor laws in your state.	Study child labor laws in your state.
103.	Make a survey in your school or community (e.g. number of vacant houses in the neighborhood).	Make a survey in your school or community (e.g. number of vacant houses in the neighborhood).	Make a survey in your school or community (e.g. number of vacant houses in the neighborhood).	Make a survey in your school or community (e.g. number of vacant houses in the neighborhood).
104.	Have an open house for parents with you and fellow students explaining exhibits in your classroom.	Have an open house for parents with you and fellow students explaining exhibits in your classroom.	Have an open house for parents with you and fellow students explaining exhibits in your classroom.	Have an open house for parents with you and fellow students explaining exhibits in your classroom.
105.	Make an imaginary trip to a foreign country and write up the story.	Make an imaginary trip to a foreign country and write up the story.	Make an imaginary trip to a foreign country and write up the story.	Make an imaginary trip to a foreign country and write up the story.
106.	Exhibit and explain a collection your class has made to another class.	Exhibit and explain a collection your class has made to another class.	Exhibit and explain a collection your class has made to another class.	Exhibit and explain a collection your class has made to another class.
107.	Act as chairman of the class at a current event lesson.	Act as chairman of the class at a current event lesson.	Act as chairman of the class at a current event lesson.	Act as chairman of the class at a current event lesson.
108.	Remember important dates.	Remember important dates.	Remember important dates.	Remember important dates.
109.	Plan an "Information Please" quiz for your class, using facts learned during the term.	Plan an "Information Please" quiz for your class, using facts learned during the term.	Plan an "Information Please" quiz for your class, using facts learned during the term.	Plan an "Information Please" quiz for your class, using facts learned during the term.

ACTIVITIES BY CATEGORIES

ORAL

1. Tell orally something you have read in a newspaper, magazine or book.
6. Read a proclamation or patriotic address from the stage.
8. Recite a poem or repeat well known quotations.
13. Conduct a class meeting.
14. Read history or geography material to your class.
22. Give a short talk while lantern slides are being shown to the class.
26. Interview some outstanding citizen in your community (e.g. Mayor, business man).
29. Take part in one of these plays.
32. Give a report on some topic that you have had time to prepare.
38. Give an oral report on some familiar subject - on the spur of the moment, without preparation.
41. Take part in a patriotic make-believe radio program.
46. Sit in with a group or committee of classmates and discuss some history topic.
49. Dramatize some scenes from history.
60. Answer questions in class, asked by the teacher.
63. Answer questions asked by classmates on lesson studies.
64. Study old coins or stamps and report interesting facts to class.

ACTIVITIES BY DISCUSSION

CLASS

1. Tell orally something you have read in a newspaper, magazine or book.
2. Read a proclamation or patriotic address from the stage.
3. Write a poem or report well known problems.
4. Conduct a class meeting.
5. Read history or geography material to your class.
6. Give a short talk while lantern slides are being shown to the class.
7. Interview some outstanding citizen in your community (e.g., Mayor, business man).
8. Take part in one of these plays.
9. Give a report on some topic that you have had time to prepare.
10. Give an oral report on some familiar subject - on the spot of the moment, without preparation.
11. Take part in a patriotic make-believe radio program.
12. Sit in with a group or committee of classmates and discuss some history topic.
13. Dramatize some scenes from history.
14. Answer questions in class, asked by the teacher.
15. Answer questions asked by classmates on lesson material.
16. Study old coins or stamps and report interesting facts to class.

72. Take part in a debate.
75. Tell history stories.
81. Discuss advantages of some modern development (e.g. aviation as a means of transportation and commerce).
85. Explain to the class a new city, state or federal law.
92. Report orally to the class on news given by a radio commentator.
98. Act as chairman of the class at a current event lesson.

WRITTEN

2. Write history or geography stories.
5. Make a list of safety rules for drivers and pedestrians.
10. Make a list of things that our Government does now that it didn't do 100 years ago.
15. Copy interesting material in your notebook.
19. Write any imaginary diary of an historical character (e.g. Revolutionary War General; Civil War Nurse).
20. Complete statements in your geography workbook, filling in the right words in the blank spaces.
24. Write a letter to a pupil in some other country.
28. Write a history or travel play.
34. Write a dinner menu that a colonial family might have served.

72. Take part in a debate.
73. Tell history stories.
81. Discuss advantages of some modern development (e.g. aviation as a means of transportation and commerce).
82. Explain to the class a new city, state or federal law.
83. Report orally to the class on news given by a radio commentator.
84. Act as chairman of the class at a current event lesson.
85. WRITING
8. Write history or geography stories.
9. Make a list of safety rules for drivers and pedestrians.
10. Make a list of things that our Government does now that it didn't do 100 years ago.
11. Copy interesting material in your notebook.
12. Write any imaginary diary of an historical character (e.g. Revolutionary War General; Civil War Nurse).
20. Complete statements in your geography notebook, filling in the right words in the blank spaces.
21. Write a letter to a pupil in some other country.
22. Write a history or travel story.
23. Write a dinner menu that a colonial family might have served.

37. Make lists of good and bad kinds of recreation in your community.
39. Write a letter as if written by a real person of another day (e.g. letter from Columbus to his son).
43. Make an outline to help your class study or recite.
47. Make a short summary of a long article.
56. Write a single descriptive sentence about an interesting topic.
65. Keep class Log of general class work on a country.
69. Write a letter asking for information for class use (e.g. to the Department of Agriculture for facts about products).
70. List items (e.g. Presidents according to dates; states alphabetically).
88. List products of a state or country.
89. Help write a class newspaper.
96. Make an imaginary trip to a foreign country and write up the story.

VISUAL

3. Study pictures, and get information that way.
25. Read history and geography stories for pleasure and not to report on.
48. Observe pictures for pleasure (e.g. on the bulletin board).

37. Make lists of good and bad kinds of recreation in your community.
38. Write a letter as if written by a real person of another day (e.g., letter from Columbus to his son).
39. Make an outline to help your class study or revise.
40. Make a short summary of a long article.
41. Write a single descriptive sentence about an interesting topic.
42. Keep class log of general class work on a country.
43. Write a letter asking for information for class use (e.g., to the Department of Agriculture for facts about products).
44. List items (e.g., Presidents according to dates; states alphabetically).
45. List products of a state or country.
46. Help write a class newspaper.
47. Make an imaginary trip to a foreign country and write up the story.

VI. PLAN

48. Study pictures, and get information that way.
49. Read history and geography stories for pleasure and not to report on.
50. Observe pictures for pleasure (e.g., on the bulletin board).

54. Look up information in an encyclopedia or other reference book.
55. Read rapidly to locate an answer to a particular question.
62. Find answers to map questions.
66. Read travel stories.
82. Get definite information from graphs and charts.

LISTENING

7. Listen to the reading or recitation of a poem.
21. Listen, in the auditorium, to talks on history or geography subjects by visiting speakers.
30. Listen to historical music being played (e.g. Revolutionary or Civil War songs).
33. Listen to fellow students give reports.
42. Listen to War Veterans tell of their experiences.
51. Listen to discussions between students or between teacher and student.
53. Listen to a student who has travelled tell of his experiences.
78. Listen to a pre-view, by the teacher, of the next country to be studied.

34. Look up information in an encyclopedia or other reference book.
35. Read rapidly to locate an answer to a particular question.
36. Find answers to map questions.
37. Read travel stories.
38. Get definite information from topics and charts.

LISTENING

39. Listen to the reading or recitation of a poem.
40. Listen, in the auditorium, to talks on history or geography.
41. Listen to subjects by visiting speakers.
42. Listen to historical events being played (e.g. Revolutionary or Civil War songs).
43. Listen to follow students give reports.
44. Listen to war veterans tell of their experiences.
45. Listen to discussions between students or between teacher and student.
46. Listen to a student who has travelled tell of his experiences.
47. Listen to a pre-view, by the teacher, of the next country to be studied.

MANUAL

16. Collect travel books of any foreign country.
17. Girls: Prepare a fashion show of early colonial clothes.
Boys: Construct a model boat or airplane.
18. Make a picture or current event scrap-book.
35. Make a picture chart (e.g. putting in pictures to show kinds of work done in a country).
40. Make puppets or help put on an historical puppet show.
61. Make a picture collection of the development of an invention (e.g. electricity).
67. Try to raise a silkworm.
71. Make scenery or costumes for a history or geography play.
91. Make a scene on a sandtable.

DRAWING

4. Draw history pictures or cartoons.
11. Make a picture map of your city showing points of interest.
12. Draw maps of any kind.
23. Keep a weather calendar.
36. Make charts of other kinds (e.g. exports, imports, etc.).
45. Draw maps on the blackboard.
52. Make travel posters (e.g. advertising National Parks, Maine, etc.).
57. Make graphs (e.g. to show average yield of wheat per acre, rainfall, etc.).

ARTS

1. Collect travel books of any foreign country.
2. Write a fashion show of early colonial clothes.
3. Design a model boat or airplane.
4. Make a picture of current events news-book.
5. Make a picture chart (e.g. picture in picture to show kinds of work done in a country).
6. Make puppets or help put on an historical puppet show.
7. Make a picture collection of the development of an invention (e.g. electricity).
8. Try to raise a silhouette.
9. Make scenery or costumes for a history or geography play.
10. Make a scene on a sandtable.

SCIENCE

1. Draw history pictures or cartoons.
2. Make a picture map of your city showing points of interest.
3. Draw maps of any kind.
4. Keep a weather calendar.
5. Make charts of other kinds (e.g. exports, imports, etc.).
6. Draw maps on the blackboard.
7. Make travel posters (e.g. advertising National Parks, etc.).
8. Make graphs (e.g. to show average yield of wheat per acre, rainfall, etc.).

84. Print slogans on posters.

86. Make a time line.

MEDITATIVE

9. Compare the lives of great men and tell in what ways they were alike.

27. Read life stories of great men and pick out characteristics that have made them great.

44. Make comparisons (e.g. comparing standards of living of two countries).

58. Memorize a poem or an important section of prose.

59. Make up questions about material you have read.

68. Make up a poem about your city or country.

80. Find out what countries furnish the food you eat daily.

83. Make up patriotic slogans.

87. Find out how Trade Winds affect climate and life.

90. Work on a committee to get new facts for a class lesson.

93. Study Child Labor Laws in your state.

99. Memorize important dates.

GENERAL

31. Sing or play historical music.

44. Write slogans on posters.

45. Make a time line.

ANALYSIS

46. Compare the lives of great men and tell in what ways they

were alike.

47. Read life stories of great men and pick out characteristics

that have made them great.

48. Make comparisons (e.g., comparing standards of living of

two countries).

49. Describe a poem or an important section of prose.

50. Make up questions about material you have read.

51. Make up a poem about your city or country.

52. Find out what countries furnish the food you eat daily.

53. Make up patriotic slogans.

54. Find out how trade winds affect climate and life.

55. Work on a committee to get new facts for a class lesson.

56. Study child labor laws in your state.

57. Write important dates.

GENERAL

58. Sing or play historical music.

50. Collect pictures or clippings on country your class is studying.
73. Visit your Post Office and inquire about communication with country you are studying (e.g. cost, time, etc.).
74. Take part in a school or community project (e.g. Clean-Up Week; to raise money).
76. Take a trip to a museum or historical spot.
77. Keep a current event bulletin board up to date.
79. Help plan a history or geography program for a home room period or school assembly.
94. Make a survey in your school or community (e.g. number of vacant houses in the neighborhood).
95. Have an open house for parents with you and fellow students explaining exhibits in your classroom.
97. Exhibit and explain a collection your class has made to another class.
100. Plan an "Information Please" quiz for your class, using facts learned during the term.

50. Collect pictures or clippings on country your class is studying.
51. Visit your Post Office and inquire about communication with country you are studying (e.g. post, time, etc.).
52. Take part in a school or community project (e.g. Clean-Up Week; to raise money).
53. Take a trip to a museum or historical spot.
54. Keep a current event bulletin board up to date.
55. Help plan a history or geography program for a home room period or school assembly.
56. Make a survey in your school or community (e.g. number of recent houses in the neighborhood).
57. Have an open house for parents with you and fellow students explaining exhibits in your classroom.
58. Write and explain a collection your class has made to another class.
59. Plan an "Information Please" quiz for your class, using facts learned during the term.

III ANALYSIS OF DATA

Table I shows the relative popularity of the 100 activities that were presented to the 1007 seventh grade students. The numbers in the column marked "item" correspond to the numbers of the activities on the questionnaire. The column labeled "NA", or no answer, contains numbers of students who did not check certain activities or where the student had nullified his choice by checking more than one answer. Wide as the range of interest on the part of the pupil appears to be, it is interesting to note at this time, the large number of boys and girls who have not had the opportunity to try many of these activities. When an activity presented itself in which they had not engaged, the boys were more inclined to think they would not like to try it than were the girls.

In Table II the 25 most popular activities of boys, girls and their combined choices are shown. This was found by totaling the "I like to do's" and the "I would like to try's" in all three groups. Item 1 - "Tell orally something you have read in a newspaper, magazine or book", Item 33 - "Listen to fellow students give reports", and Item 53 - "Listen to a student who has travelled tell of his experiences", appear to have high places in all groupings. Item 76 - "Take a trip to a museum or historical spot", has a high place in the girls' list and appears number 19th in the boys', while Item 9 - "Compare the

III. ANALYSIS OF DATA

Table I shows the relative popularity of the 100 activities.

It is seen that the 100 activities are ranked in order of popularity.

The numbers in the column headed "rank" correspond to the

numbers of the activities on the questionnaire. The column

headed "sex", or no answer, contains numbers of students who

did not check certain activities or where the student had null-

ified his choice by checking more than one answer. Also in the

range of interest on the part of the pupil appears to be, it is

interesting to note at this time, the large number of boys and

girls who have not had the opportunity to try some of these

activities. When an activity presented itself in which they

had not engaged, the boys were more inclined to think they

would not like to try it than were the girls.

In Table II the 25 most popular activities of boys, girls

and their combined choices are shown. This was found by total-

ing the "I like to do" and the "I would like to try" in all

three groups. Item 1 - "I really enjoyed you have read in

a newspaper, magazine or book", Item 25 - "I liked to follow

someone else's example", and Item 26 - "I liked to be a student who

has traveled well of his experiences", appear to have high

placed in all groups. Item 26 - "Take a trip to a museum

or historical spot", has a high place in the girls' list and

appears near the top in the boys', while Item 2 - "Learn the

lives of great men and tell in what ways they were alike", ranks third with the boys and does not appear at all in the girls' list.

The record of the activities that less than 50% of boys and girls had had the opportunity to try is shown in Table III. As would be expected, the same items appear for boys and girls, although the boys seem to have had fewer untried activities. Of the items listed in this table, approximately 33% were written activities, 30% were oral, 14% were manual, 10% were drawing, 8% were purely meditative and 5% fell in the "general" category. More than 50% of the 1007 students said that they had never engaged in the following activities: drawing maps on the blackboard, dramatizing scenes from history, making travel posters, taking part in a debate, making a scene on a sandtable, acting as chairman during a current event lesson, and forty-three similar items.

A glance at Table IV will reveal the popularity of the activities by categories.² The upper quartile of the combined "I like to do's" and "I would like to try's" was divided into the eight major categories and the percentages, of boys and girls choosing each, were found. The boys and girls agreed on their first choice where over 36% of the former and over 44% of the latter said that they like or would like to engage in activities where they had to listen. The agreement of the

²Historical Outlook Vol. XX No. 5 May 1929

list of great men and all the great men were alike,
 and the boys and girls were alike. All in the
 girls' list. The boys' list was also alike.
 The record of the activities that have taken place at the
 and girls had had the opportunity to see the record in Table III.
 as would be expected, the same items appear for boys and girls.
 Although the boys seem to have had fewer varied activities.
 of the items listed in this table, approximately 33% were
 written activities, 30% were oral, 14% were manual, 10% were
 drawing, 2% were purely restorative and 3% fell in the "other"
 category. More than 50% of the 100% students said that they
 had never engaged in the following activities: drawing maps
 on the blackboard, dramatizing scenes from history, making
 travel posters, taking part in a debate, making a speech for a
 meeting, acting as chairman during a student council session,
 and forty-three similar items.
 A glance at Table IV will reveal the popularity of the
 activities by categories. The eight paragraphs of the combined
 "I like to do" and "I would like to try" are divided into
 the eight major categories and the percentages of boys and
 girls choosing each, were found. The boys and girls agreed
 on their first choice where over 50% of the former and over
 40% of the latter said that they liked or would like to engage
 in activities where they had to listen. The agreement of the

sexes on this subject, however, ended at this point. 15.1% of the boys, in this grouping, chose oral activities but only 2.6% of the girls preferred assignments of that kind. The percentage of boys choosing manual activities did not compare with the percentage of girls, but written and visual activities seemed fairly popular with both. Neither girls nor boys rated meditative activities too highly, and the boys placed general activities lowest whereas the girls gave that category second place.

Table V records the unpopularity of the different activities by category. The upper 25% of the totaled "I do not like to do's" and the "I would not like to try's" was used to get this result. The boys and girls appear more consistent in their dislikes than they did in their likes³ as is shown in the previous table. Oral activities head both lists followed rather closely by written activities.

Item 38 - "Give an oral report on some familiar subject on the spur of the moment, without preparation", rated first place in the girls' and second in the boys' list of assignments they did not like or would not like to try. The drawing assignments that they did not like were generally those having to do with charts and graphs, and the written activities that a large number signified as unpopular were those dealing with outlines and lists. However, neither group

boxes on this subject, however, ended at this point. It is of
the boys, in this respect, those who are active in the
2.5% of the girls preferred activities of this kind. The
percentage of girls choosing manual activities did not compare
with the percentage of girls who written and manual activi-
ties seemed fairly popular with both. Neither girls nor boys
found activities involving too highly, and the boys placed
general activities lowest whereas the girls gave that category
second place.

Table V records the popularity of the different activi-
ties by category. The upper half of the table "I do not
like to do" and the "I would not like to try" was used to
get this result. The boys and girls appear more consistent
in their dislikes than they did in their likes as is shown
in the previous table. Girls activities had both lists fol-
lowed rather closely by written activities.

Item 22 - "Give an oral report on some familiar subject
on the spot of the moment, without preparation", rated first
place in the girls' and second in the boys' list of dislikes
while they did not like or would not like to try. The dis-
like statements that they did not like were generally those
having to do with creative and graphic, and the written activi-
ties that a large number regarded as unpopular were those
dealing with outlined and listed. However, neither group

showed any particular aversion to Item 63, "Answer questions asked by classmates on lesson studied", or Item 1, "Tell orally something you have read in a newspaper, magazine or book". Neither Item 20, "Complete statements in your geography workbook, filling in the right words in the blank spaces", nor Item 89, "Help write a class newspaper", had a place in this list but rather rated high places in the list of popular items.

showed any particular reaction to Item 61. "Answer questions asked by classmates on lesson material", or Item 1, "Tell orally something you have read in a newspaper, magazine or book". Neither Item 59, "Complete statements in your country's copybook" or Item 62, "Fill in the right words in the blank spaces", nor Item 63, "Help write a class newspaper", had a place in this list and neither rated high places in the list of popular items.

TABLE I

POPULARITY OF ACTIVITIES

ITEM	BOYS					GIRLS					TOTALS				
	<u>L¹</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>
1	396	65	45	29	3	311	34	115	5	4	707	99	160	34	7
2	225	135	95	79	4	162	97	163	38	9	387	232	258	117	13
3	289	109	94	39	7	230	103	105	27	4	519	212	199	66	11
4	249	115	138	31	5	149	129	157	30	4	398	244	295	61	9
5	138	77	232	87	4	160	42	203	60	4	298	119	435	147	8
6	223	125	168	16	4	122	119	154	68	6	345	244	322	84	10
7	254	117	122	36	9	389	48	18	9	5	643	165	140	45	14
8	230	120	144	40	4	237	162	42	23	5	467	282	186	63	9
9	320	25	126	63	4	139	137	132	56	5	459	162	258	119	9
10	133	127	190	85	3	155	32	194	85	3	288	159	384	170	6
11	113	82	245	89	9	58	56	242	110	3	171	138	487	199	12
12	337	73	70	53	5	300	79	53	31	6	637	152	123	84	11

1 L = I LIKE TO DO

LT = I WOULD LIKE TO TRY

D = I DO NOT LIKE TO DO

DT = I WOULD NOT LIKE TO TRY

NA = NO ANSWER

DATE OF BIRTH 10 10 1900

DATE OF DEATH 10 10 1900

NAME OF BIRTH 10 10 1900

NAME OF DEATH 10 10 1900

DATE	TIME	PLACE	NAME	AGE	SEX	STATUS	REMARKS
10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22
23	23	23	23	23	23	23	23
24	24	24	24	24	24	24	24
25	25	25	25	25	25	25	25
26	26	26	26	26	26	26	26
27	27	27	27	27	27	27	27
28	28	28	28	28	28	28	28
29	29	29	29	29	29	29	29
30	30	30	30	30	30	30	30
31	31	31	31	31	31	31	31

RECEIVED 10 10 1900

RECEIVED

TABLE I continued

ITEM	BOYS					GIRLS					TOTALS				
	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>
13	148	123	178	81	8	176	113	159	17	4	324	236	337	98	12
14	258	175	62	41	2	227	66	157	17	2	485	241	219	58	4
15	258	68	173	34	5	365	56	39	6	3	623	124	212	40	8
16	189	87	191	67	4	158	13	250	44	4	347	100	441	111	8
17	288	61	132	41	16	65	95	270	39	0	353	156	402	80	16
18	293	92	115	31	7	207	67	143	38	14	500	159	258	69	21
19	184	21	169	157	7	34	45	197	193	0	213	66	366	350	7
20	240	147	86	62	3	237	94	95	42	1	477	241	181	104	4
21	293	58	149	33	5	309	57	58	43	2	602	115	207	76	7
22	86	105	216	121	10	72	106	155	131	5	158	211	371	252	15
23	144	64	217	108	5	105	67	215	76	6	249	131	432	184	11
24	164	67	231	71	5	162	109	155	39	4	326	176	386	110	9
25	134	182	188	29	5	270	72	86	36	5	404	254	274	65	10
26	105	99	193	136	5	46	108	233	79	3	151	207	426	215	8
27	221	101	118	92	6	117	109	130	111	2	338	210	248	203	8
28	74	123	146	187	8	92	81	196	93	7	166	204	342	280	15

80	14	100	140	131	0	03	07	100	09	1	100	504	263	530	78
81	507	107	170	03	0	111	103	170	117	0	230	510	500	502	8
82	102	00	100	100	0	00	100	502	10	2	107	501	000	510	9
83	104	100	100	00	0	510	10	00	20	0	007	500	510	00	10
84	105	01	007	17	0	100	100	100	00	0	000	100	000	110	11
85	106	00	010	100	0	100	01	010	10	0	000	101	010	100	12
86	00	100	010	101	00	10	100	100	101	0	100	011	010	100	13
87	000	00	100	00	0	000	01	00	00	0	000	100	000	100	14
88	000	101	00	00	0	000	00	00	00	0	000	100	000	100	15
89	000	00	100	101	1	00	00	100	00	0	000	100	000	100	16
90	000	00	100	00	1	000	00	100	00	0	000	100	000	100	17
91	000	00	100	00	1	000	00	100	00	0	000	100	000	100	18
92	000	00	100	00	1	000	00	100	00	0	000	100	000	100	19
93	000	00	100	00	1	000	00	100	00	0	000	100	000	100	20
94	000	00	100	00	1	000	00	100	00	0	000	100	000	100	21
95	000	00	100	00	1	000	00	100	00	0	000	100	000	100	22
96	000	00	100	00	1	000	00	100	00	0	000	100	000	100	23
97	000	00	100	00	1	000	00	100	00	0	000	100	000	100	24
98	000	00	100	00	1	000	00	100	00	0	000	100	000	100	25
99	000	00	100	00	1	000	00	100	00	0	000	100	000	100	26

100000

100000

100000

TABLE I continued

ITEM	BOYS					GIRLS					TOTALS				
	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>
29	158	112	111	148	9	112	109	159	75	14	270	221	270	223	23
30	331	72	93	33	9	284	81	71	25	8	615	153	164	58	17
31	266	82	70	113	7	227	75	99	60	8	493	157	169	173	15
32	249	90	143	49	7	343	55	40	25	6	592	145	183	74	13
33	323	46	137	19	8	337	38	31	8	5	715	84	168	27	13
34	77	102	186	164	9	56	62	269	77	5	122	164	455	241	14
35	77	174	171	113	3	68	57	243	95	6	145	231	414	208	9
36	205	106	108	113	6	134	100	128	105	2	339	206	236	218	8
37	76	108	189	159	6	44	32	257	133	3	120	140	446	292	9
38	87	209	88	148	6	56	156	95	158	4	143	365	183	306	10
39	73	131	140	188	6	88	55	207	110	9	161	186	347	298	15
40	84	73	229	147	5	50	70	273	71	5	134	143	502	218	10
41	83	73	249	127	6	75	66	261	63	4	158	139	510	190	10
42	246	84	183	23	2	274	73	88	32	2	520	157	271	55	4
43	112	143	116	156	1	120	120	122	99	8	232	263	238	265	9
44	191	123	123	97	4	124	86	177	76	6	315	209	300	173	10

44	337	300	130	64	4	184	82	711	40	0	310	800	712	10
45	310	140	110	100	7	130	100	100	00	0	540	800	804	0
46	340	34	100	00	0	344	10	00	00	0	320	817	00	0
47	00	10	040	100	0	10	00	007	00	0	100	010	100	10
48	04	10	000	100	0	00	10	012	11	0	104	000	010	10
49	10	107	100	100	0	00	00	001	110	0	107	001	000	10
50	04	000	00	100	0	00	100	00	100	4	140	000	000	10
51	10	100	100	110	0	104	100	100	100	0	000	000	000	0
52	10	107	107	110	0	00	01	040	00	0	140	074	000	0
53	04	100	100	104	0	00	00	000	11	0	100	010	007	14
54	00	000	100	00	0	004	00	07	0	0	110	00	01	10
55	00	040	100	00	1	000	00	00	00	0	000	100	14	10
56	07	000	00	110	1	000	10	00	00	0	000	100	110	10
57	00	007	00	00	0	004	07	17	00	0	010	100	00	11
58	00	100	110	100	0	110	100	100	10	14	010	010	000	00
59	100	0	0	00	00	0	0	0	0	0	0	0	0	00
60	100	0	0	00	00	0	0	0	0	0	0	0	0	00
61	100	0	0	00	00	0	0	0	0	0	0	0	0	00
62	100	0	0	00	00	0	0	0	0	0	0	0	0	00
63	100	0	0	00	00	0	0	0	0	0	0	0	0	00
64	100	0	0	00	00	0	0	0	0	0	0	0	0	00
65	100	0	0	00	00	0	0	0	0	0	0	0	0	00
66	100	0	0	00	00	0	0	0	0	0	0	0	0	00
67	100	0	0	00	00	0	0	0	0	0	0	0	0	00
68	100	0	0	00	00	0	0	0	0	0	0	0	0	00
69	100	0	0	00	00	0	0	0	0	0	0	0	0	00
70	100	0	0	00	00	0	0	0	0	0	0	0	0	00
71	100	0	0	00	00	0	0	0	0	0	0	0	0	00
72	100	0	0	00	00	0	0	0	0	0	0	0	0	00
73	100	0	0	00	00	0	0	0	0	0	0	0	0	00
74	100	0	0	00	00	0	0	0	0	0	0	0	0	00
75	100	0	0	00	00	0	0	0	0	0	0	0	0	00
76	100	0	0	00	00	0	0	0	0	0	0	0	0	00
77	100	0	0	00	00	0	0	0	0	0	0	0	0	00
78	100	0	0	00	00	0	0	0	0	0	0	0	0	00
79	100	0	0	00	00	0	0	0	0	0	0	0	0	00
80	100	0	0	00	00	0	0	0	0	0	0	0	0	00
81	100	0	0	00	00	0	0	0	0	0	0	0	0	00
82	100	0	0	00	00	0	0	0	0	0	0	0	0	00
83	100	0	0	00	00	0	0	0	0	0	0	0	0	00
84	100	0	0	00	00	0	0	0	0	0	0	0	0	00
85	100	0	0	00	00	0	0	0	0	0	0	0	0	00
86	100	0	0	00	00	0	0	0	0	0	0	0	0	00
87	100	0	0	00	00	0	0	0	0	0	0	0	0	00
88	100	0	0	00	00	0	0	0	0	0	0	0	0	00
89	100	0	0	00	00	0	0	0	0	0	0	0	0	00
90	100	0	0	00	00	0	0	0	0	0	0	0	0	00
91	100	0	0	00	00	0	0	0	0	0	0	0	0	00
92	100	0	0	00	00	0	0	0	0	0	0	0	0	00
93	100	0	0	00	00	0	0	0	0	0	0	0	0	00
94	100	0	0	00	00	0	0	0	0	0	0	0	0	00
95	100	0	0	00	00	0	0	0	0	0	0	0	0	00
96	100	0	0	00	00	0	0	0	0	0	0	0	0	00
97	100	0	0	00	00	0	0	0	0	0	0	0	0	00
98	100	0	0	00	00	0	0	0	0	0	0	0	0	00
99	100	0	0	00	00	0	0	0	0	0	0	0	0	00
100	100	0	0	00	00	0	0	0	0	0	0	0	0	00

TABLE I continued

ITEM	BOYS					GIRLS					TOTALS				
	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>
45	142	131	154	105	6	75	113	163	110	8	217	244	317	215	14
46	186	109	144	90	7	107	119	144	91	8	293	223	288	183	15
47	172	147	90	125	4	150	91	171	52	5	322	233	261	177	9
48	366	63	74	28	7	272	74	81	37	5	638	137	155	65	12
49	142	113	132	140	11	95	117	161	85	11	237	230	293	225	22
50	276	115	99	46	2	246	87	112	19	5	522	202	211	65	7
51	319	91	82	44	2	239	68	73	33	6	608	159	155	77	8
52	129	118	191	84	6	91	140	144	89	5	220	258	335	183	11
53	336	38	133	25	6	250	49	121	44	5	586	87	254	69	11
54	276	166	42	52	2	243	57	138	22	9	519	223	180	74	11
55	248	91	141	56	2	238	166	37	23	5	486	257	178	79	7
56	170	170	87	106	5	119	201	93	51	5	289	371	180	157	10
57	239	125	93	75	6	156	161	84	66	2	335	286	177	141	8
58	265	180	31	58	4	205	165	29	69	1	470	345	60	127	5
59	280	135	66	54	3	316	71	50	29	3	596	206	116	83	6
60	313	160	39	21	5	356	57	29	20	7	669	217	68	41	12

TABLE I continued

ITEM	BOYS					GIRLS					TOTALS				
	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>
61	186	148	192	2	10	79	114	196	74	6	265	262	388	76	16
62	258	185	49	42	4	231	170	37	23	8	489	355	86	65	12
63	230	94	175	35	4	308	78	53	23	7	538	172	288	58	11
64	167	141	174	52	4	76	18	276	93	6	243	159	450	145	10
65	40	9	358	126	5	48	108	181	122	10	88	117	539	248	15
66	312	85	83	52	6	268	79	79	35	8	580	164	162	87	14
67	48	76	272	136	6	28	77	244	113	7	76	153	516	249	13
68	73	139	165	156	5	63	121	172	105	8	136	260	337	261	13
69	94	28	269	144	3	64	144	188	65	8	158	172	457	209	11
70	131	126	136	142	3	135	115	135	78	6	266	241	271	220	9
71	86	59	275	118	0	61	74	257	70	7	147	133	532	188	7
72	113	123	142	154	6	62	103	158	141	5	175	226	300	295	11
73	64	13	213	245	3	38	135	248	44	4	102	148	461	289	7
74	160	111	177	80	10	149	57	207	50	6	309	168	384	130	16
75	254	110	77	80	7	236	95	69	60	9	490	205	146	150	16
76	245	115	152	15	11	230	41	180	14	4	475	156	332	29	15

40	549	372	325	12	77	279	27	320	74	4	540	192	222	22	72
41	594	376	44	39	4	520	52	22	20	2	440	200	120	100	12
42	322	317	114	20	10	140	24	204	20	2	200	102	254	120	12
43	24	72	272	22	2	22	122	222	22	2	102	122	222	222	2
44	372	322	122	22	2	22	102	122	122	2	122	222	222	222	12
45	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
46	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
47	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
48	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
49	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
50	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
51	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
52	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
53	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
54	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
55	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
56	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
57	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
58	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
59	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2
60	22	22	222	22	2	22	122	222	22	2	122	122	222	222	2

22222

22222

22222

TABLE I continued

ITEM	BOYS					GIRLS					TOTALS				
	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>
77	272	117	94	51	4	197	94	136	38	4	469	211	230	89	8
78	258	81	154	40	5	310	74	64	18	3	568	155	218	58	8
79	125	66	224	118	5	90	37	296	43	3	215	103	520	161	8
80	219	95	174	48	2	206	93	139	27	4	425	188	313	75	6
81	175	102	211	46	4	140	87	169	67	6	315	189	380	113	10
82	147	108	194	84	5	149	87	76	154	3	296	195	270	238	8
83	158	154	159	67	0	164	111	130	58	6	322	265	289	125	6
84	255	44	174	60	5	197	32	183	50	7	452	76	357	110	12
85	54	154	158	265	7	44	18	229	169	9	98	172	287	434	16
86	70	100	158	198	12	44	117	146	150	12	114	217	304	348	24
87	156	145	126	100	11	133	127	112	92	5	289	272	238	192	16
88	256	102	115	57	8	236	89	79	54	11	492	191	194	111	19
89	126	84	237	86	5	77	58	272	53	9	203	142	509	139	14
90	173	140	148	34	13	56	134	176	93	10	229	274	324	127	23
91	255	15	149	104	15	147	48	193	72	9	402	63	342	176	24
92	250	105	104	72	7	114	78	181	89	7	364	183	285	161	14

TABLE I continued

ITEM	BOYS					GIRLS					TOTALS				
	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>	<u>L</u>	<u>D</u>	<u>LT</u>	<u>DT</u>	<u>NA</u>
93	95	42	175	214	12	53	34	234	141	7	148	76	409	355	19
94	53	113	189	174	9	48	46	224	143	8	101	159	413	317	17
95	54	137	178	158	11	66	50	231	112	10	120	187	409	270	21
96	146	104	145	134	9	95	89	184	101	0	241	193	329	235	9
97	103	130	137	155	13	46	107	175	133	9	149	237	312	288	21
98	146	130	165	88	9	168	25	181	86	9	314	155	346	174	18
99	262	135	60	68	13	173	194	53	40	9	435	329	113	108	22
100	118	88	232	82	18	83	70	257	49	10	201	158	489	131	28

TABLE II

RANK IN POPULARITY OF ITEMS AS SHOWN BY NUMBER OF PUPILS CHECKING "I LIKE TO DO" OR "I WOULD LIKE TO TRY"

<u>RANK</u>	<u>BOYS</u> <u>Item</u>	<u>GIRLS</u> <u>Item</u>	<u>COMBINED</u> <u>Item</u>
1	53	1	1
2	33	33	53
3	1	76	15
4	9	7	21
5	21	15	84
6	48	60	76
7	15	14	48
8	42	54	74
9	30	32	42
10	17	84	16
11	78	78	78
12	18	53	33
13	12	21	30
14	63	59	63
15	91	5	51
16	51	42	18
17	65	51	17
18	4	63	12
19	76	50	66
20	24	25	91
21	66	74	80
22	80	30	79
23	32	12	89
24	6	64	64
25	55	18	88

TABLE II

NAME IN POPULARITY OF LETTERS AS SHOWN BY NUMBER OF
 LETTERS CHOICING "I LIKE TO DO" OR "I WOULD LIKE TO TRY"

NAME	BOYS	GIRLS	COMBINED
1	1	1	1
2	2	2	2
3	1	7	18
4	8	7	21
5	21	15	64
6	48	60	78
7	18	14	48
8	42	54	74
9	20	38	48
10	17	64	18
11	78	78	78
12	18	38	38
13	18	21	30
14	58	38	68
15	61	8	21
16	21	42	18
17	68	21	17
18	4	68	18
19	78	80	68
20	24	38	61
21	68	74	80
22	60	30	78
23	38	18	68
24	8	24	61
25	58	18	68

TABLE III

ACTIVITIES THAT LESS THAN 50% HAVE HAD THE OPPORTUNITY TO TRY

<u>BOYS</u>		<u>GIRLS</u>		
<u>ITEMS</u>		<u>ITEMS</u>		
5	65	5	44	89
10	68	10	45	90
11	69	11	46	91
16	71	16	49	93
19	72	17	52	94
22	73	19	61	95
23	79	22	64	96
24	81	24	65	97
26	85	26	67	98
28	86	27	68	100
34	89	28	69	
35	93	34	70	
37	94	35	71	
39	95	37	72	
40	96	38	73	
41	97	39	74	
43	100	40	85	
52		41	86	

TABLE IV

POPULARITY OF CATEGORIES, AS SHOWN BY PERCENTAGE OF PUPILS'
CHOICE OF ACTIVITIES FALLING IN THE UPPER QUARTILE

	<u>BOYS</u>	<u>GIRLS</u>
1. Listening	36.2%	44.2%
2. Oral	15.1%	2.6%
3. Manual	11.5%	4.6%
4. Written	11.4%	14.7%
5. Visual	10.5%	9.6%
6. Drawing	7.5%	9.6%
7. Meditative	4.2%	4.8%
8. General	3.7%	14.7%

TABLE IV

POPULARITY OF DASHBOROUGH, AS GIVEN BY PERCENTAGE OF POLICE
CHOICE OF ACTIVITIES FALLING IN THE UPPER QUANTILE

BOYS	GIRLS	
36.32	40.32	1. Bicycling
15.12	2.32	2. Golf
11.32	4.62	3. Tennis
11.42	14.72	4. Cricket
10.32	9.62	5. Volleyball
7.32	9.62	6. Bowling
4.32	4.62	7. Hobbies
3.72	14.72	8. Games

TABLE V

RANK IN UNPOPULARITY OF CATEGORIES

	<u>BOYS</u>	<u>GIRLS</u>
Oral	37.4%	36.2%
Written	32.2%	23.8%
Drawing	11.7%	20.1%
Meditative	8.3%	16.1%
General	4.1%	---
Visual	3.2%	3.8%
Manual	3.1%	---

TABLE V

NAME IN IMPORTANCE OF CATEGORIES

BOYS	GIRLS	
37.42	32.32	Oral
32.32	32.32	Written
11.72	30.12	Drawing
8.32	16.12	Medicative
4.12	---	General
32.32	32.32	Visual
3.12	---	Manual

SUMMARY AND CONCLUSION

The inadequacy of the sample in this survey makes it impossible to draw final conclusions at this time. However, there are several interesting points that have presented themselves that will be satisfying, and yet open up many new paths for future study.

In summarizing, the following facts seem to be outstanding:

1. There is universal interest on the part of the pupils in the activities that could be used in social studies classes.
2. A large number of students had not had the opportunity to engage in many of the activities.
3. Boys were more inclined to think they would like to try new activities than were the girls.
4. These seventh grade boys and girls showed a wide range of interest.
5. Listening activities were the most popular for both sexes.
6. The least popular for both were oral activities.

STUDENT ACTIVITIES

The independence of the sample in this survey makes it impossible to draw final conclusions at this time. However, there are several interesting points that have presented themselves that will be mentioned, and yet open up many new paths for future study.

In answer to the following facts need to be out-

standing:

1. There is a general interest on the part of the pupils in the activities that could be used in social studies classes.
2. A large number of students had not had the opportunity to engage in many of the activities.
3. Boys were more inclined to think they would like to try new activities than were the girls.
4. These seventh grade boys and girls showed a wide range of interest.
5. Activities that were the most popular for both sexes.
6. The least popular activities were civil activities.

7. The oral activities that were popular were those in which the student had had time for earlier preparation.
8. Less than half the group had had opportunity to take part in debates, make a time line, take part in a make believe radio program, dramatize scenes from history, make an outline to help the classes study or recite, or act as chairman during a current event lesson.

In a former study⁴ where teachers were asked what activities they used, it was discovered that too much emphasis had been placed on the written word. It was also decided that the activities that teachers used placed great emphasis on the acquisition and recitation of facts and little consideration was given to those requiring students to use this information.

In this same study, pupils were asked to rate activities that they liked and those that they thought were helpful. Listening to class discussions and to talks when movies were being shown, listening to music in class and to radio at home or in school were activities that boys and girls put in both lists. Boys liked group discussions and debating while girls

⁴Price, A. R. THE USE OF ACTIVITIES IN SOCIAL STUDIES, Manuscript, 1938 Harvard University

1. The oral activities that were brought about
 those in which the student had had time
 for earlier preparation.
 2. A large group of the group had had experience
 in the use of the tape in the past, and a line
 line, came out in a case before the
 students, however, suggested that they
 make an outline to help the students, and
 of results, on an oral activity during a
 current event lesson.

In a future study, when teachers were asked what activ-
 ities they used, it was discovered that too much emphasis was
 given placed on the written word. It was also decided that the
 activities that had been used, placed great emphasis on the
 organization and production of facts and little emphasis on
 was given to these regarding students to use this information.
 In this case study, pupils were asked to write activities
 that they liked and those that they thought were helpful.
 listening to class discussions and to talk when needed were
 being asked, listening to notes in class and to write at home
 or in school were activities that boys and girls had in both
 lists. They liked group discussions and debating while girls

liked silent reading and observation of pictures, writing themes and drawing maps. The majority of teachers, in this 1938 study, said they did not use the following activities in their classes: listening or discussing radio programs, sound movies, writing plays and letters, drawing cartoons, conducting mock trials or constructing models.

Should not the old time "recitation" go and activities, engaged in by pupils and teachers, that are more pleasurable and purposeful take its place? Should not the opportunity be given students for discussions, debates, expression by means of plays, drawing, construction and written composition as well as research entailing the use of reference books? The validity of these questions will not be proven by this study nor their answers be forthcoming, but these and many others will be an outcome of a close examination of the results as shown by the preceding tables. This survey merely serves to point out that history and geography could be made very interesting to this limited group of boys and girls. Therefore, if we agree with F. L. Fitzpatrick⁵ of Teachers' College when he says, "General Educators have recommended pupils interest as criterion of what should be included in the course of study", a change might well be made in the material presented to these

⁵Fitzpatrick, F. L. CHILDREN'S INTERESTS 12th Yearbook
California Elementary School Principals' Association 1942

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activities of what should be included in the course of study,"
a change might well be made in the material presented to them

1007 children.

There are many more things that might have been done had time and the opportunity allowed, but these now remain for future survey and study:

1. How would the more mature eighth or ninth grade pupil select his likes and dislikes?
2. How would students of higher and lower mentality choose?
3. What other activities in different categories might have been studied?
4. What influence should the shifting school population have on activities presented to Junior High School students?

There are many more things that might have been done had time and the opportunity allowed, but these can remain for future survey and study:

1. How would the new system affect or hinder

Grade VIII subject his likes and dislikes?

2. How would students of high and lower

generally choose?

3. What other activities in different categories

would have been studied?

4. What influence would the existing school

population have on activities presented to

Junior High School students?

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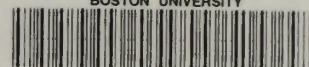
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